DOCUMENT RESUME

PS 004 862

ED 051 908

AUTHOR	Rosenthal, Kristine
TITLE	A Study in Child Care (Case Study from Volume II-B): "Someplace Secure." Day Care Programs Reprint Series.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
PUB DATE	Nov 70
NOTE	50p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Community Involvement, Counseling Services, *Day Care Programs, *Day Care Services, *Home Programs, *Low Income Groups, Organization, Parent Participation, Program Descriptions, Residential Care, Security, *Social Services
IDENTIFIERS	*Neighborhood Centers Day Care Association

ABSTRACT

The Neighborhood Centers Day Care Association (NCDCA) is a private, nonprofit corporation which for 18 years has provided day care services to low income and welfare families in the Houston area. More than 1,100 children are presently being served. There are eight centers and about 180 day homes which are used to supplement the care available at the centers, either because no center exists in the neighborhood or because it is felt the home environment would be more suited to a particular child. Other outstanding aspects of the NCDCA program are its stability over many years of operation, the job security it provides for staff, and its capacity for delivering social services through counseling and referrals. Creativity and independence are important to the NCDCA education program, and a high value is placed by teachers and parents on manners and an ordered routine. Development programs in the day homes are somewhat limited because of lack of training of the day home operators, but warm and continuing care is provided. The organization, staff and budget of the NCDCA is described. An appendix gives additional illustrative materials. (NH)

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DAY CARE PROGRAMS
REPRINT SERIES

ED051908

"SOMEPLACE SECURE"

Neighborhood Centers Day Care Association
Houston, Texas

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Field Observers: Earline Kendall
Norma Levin
Glenda Sizemore

Case Study from Volume II-B

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

PS 004862

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

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AT A GLANCE

THE SYSTEM

8 DAY CARE CENTERS and 179 day homes

SPONSORED BY: Neighborhood Centers Day Care Association - NCDCA (private, non-profit corporation)

ADMISSION CRITERIA: Parents either low income or working or mother on AFDC

TOTAL CHILDREN: Centers - 525 enrolled/478 A.D.A/20% half-day (7% toddlers, 73% pre-school, 20% (school-age), 3 - 8 years

Day homes - 615 enrolled/594 A.D.A./31% half-day (19% infants, 15% toddlers, 35% pre-school, 31% (school-age), 2 months - 14 years

TOTAL PAID STAFF: 268 (89 in system and centers, 179 day home home mothers), 10,760 hours/week

TOTAL IN-KIND STAFF: None - hours/week

SYSTEM STARTED: Summer, 1952

CONTACT: Director of Child Care
Neighborhood Centers Day Care Assocation
9 Chelsea Place
Houston, Texas 77006

713-524-8361

SYSTEM DISTRIBUTIONS

ETHNIC: Children: 77% Black, 17% Anglo, 6% Chicano, (2 Puerto Rican and 2 Oriental-American); Staff: 76% Black, 20% Anglo, 4% Chicano

SEX: Children: 51% girls, 49% boys; Staff: 98% women, 2% men

OVERALL ADULT/CHILD RATIO: 1 to 3.5

ADULT/CHILD CONTACT HOUR RATIO: 1 to 4.3

FAMILY STATUS: 15% complete, 75% mother only, 10% with relatives, (4 father only and 2 surrogate)

PARENT EMPLOYMENT: 66% employed, 9% unemployed 25% in school or training

SYSTEM COSTS

TO PARENTS: Sliding scale based on ability to pay

TO THE SYSTEM: $1,170 per child/year, $0.57 per child/hour

ESTIMATED FUNDING 1970 - 71:

Parent Fees	$ 140,000
**Texas Dept. of Public Welfare	582,300
United Fund to Dept. of Public Welfare	204,900
United Fund to Local	123,100
Milk Reimbursement (DOA)	3,000
In-Kind	34,900
	$1,088,200

NOTABLE SYSTEM ELEMENTS

STABILITY

PARTICIPANT SECURITY

SOCIAL SERVICES

DAY HOME CARE

ANN TAYLOR DAY CARE CENTER*

HOURS: M - F, 6:00 a.m. - 6: p.m., 52 weeks

SPACE (sq. ft./child): Indoor = 46.3

TOTAL CHILDREN: 110 enrolled/91 A.D.A./66% full-day (pre-school), 34% half-day (after-school)

TOTAL STAFF: 11 (full-time), 440 hours/week

TOTAL IN-KIND STAFF: None - hours/week

STAFF POSITIONS: Director, 4 Group Teachers, 3 Assistant Teachers, Cook, 2 Housekeepers

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*Presented as representative of the 8 centers
**Includes funds matched by the Texas Department of Public Welfare under Title IV A of the Social Security Act.

NEIGHBORHOOD CENTERS DAY CARE ASSOCIATION
NOVEMBER 1970

Houston, Texas lies in dead-flat coastal plain, 50 miles inland from the Gulf of Mexico. The climate is extremely hot and damp; semi-tropical vegetation struggles with interlacing crushed-shell roads and burgeoning commercial development. The city has been in a relatively constant "boom" condition since before 1941, growing to three times its pre-World War II population. The economy is heated: according to local sources, employment is high for the 65 percent of the population which is non-Black and non-Chicano. The minority group remainder is generally restricted to unskilled day labor and service employment.

Two of the eight NCDCA centers are located in predominantly Anglo areas, and one is in a Chicano section. The other five are located in Black or semi-Black neighborhoods, ranging from outright ghettos to lower-middle-class suburbs which are often neglected by city services. Because of the relative newness of the city's huge expansion, the ghetto areas are not as severely impacted as in other large cities. But the 23 percent of the population which is Black and the 12 percent which is Chicano do constitute a poorer class, with the problems of the poor anywhere. Although employment statistics for center parents are relatively high, it is often service jobs at low pay and reportedly inconvenient hours.

The Ann Taylor Center is typical of the eight NCDCA centers. It is the only facility built by the association specifically for day care use. The center is a low stucco building located in a residential area consisting of small houses with limited yard and street space. You enter the Ann Taylor Center through a front yard; there is a play yard in back, and a tall chain link fence around the entire center and play area. There is an elementary school just around the corner from the center, and some children -- up to age eight -- come to the center after school.

The inside is spare, orderly, well-kept; center evaluation procedures in NCDCA put considerable emphasis on cleanliness and order. Bright, colorful art work is posted, marginally relieving the institutional aspect of the interior. At the center, toys were fairly diverse and were accessible to the children. Each classroom opens into its own play yard and space.

There is a relaxed, easy atmosphere between staff, administration, and parents, as well as between staff and children. Although many of the staff have worked together for several years, there was no apparent feeling of unity or crossing over of roles, rather the smooth functioning of the staff appeared to be the consequence of a clear separation of roles. Everyone did his or her particular job with some degree of competence and autonomy, maintaining the separateness of his functions.

The director of Ann Taylor Center is considered by the head administrator to be one of the best in the system. Her competence in handling her own staff and internal problems (rarely with agency administrative assistance) makes her valuable in a system where the single head administrator has a considerable number of routine supervisory tasks.

The director is a warm and pleasant person, well informed about the system, the program and the community. She deals with parents in a firm way, warm, but authoritative. She seems well liked by both children and staff, dealing with them in a no-nonsense, competent fashion.

The design of Ann Taylor is modeled on the traditional school house. There are several small rooms, and children are divided into age groups. The children stay with their groups for both indoor and outdoor play, joining other groups only for meals. On the first

day of observation, children and staff from another center were at the Ann Taylor Center for the day because of plumbing and air-conditioning failure at their home center (climate requires that all NCDCA centers be air-conditioned). The doubling-up was not intrusive, and the extra people were easily included in the routine without disturbance.

Observers felt that a controlled atmosphere pervaded the classrooms. Meals and naps were very quiet; no child was seen objecting to the scheduled procedures. The observers were amazed at how quickly and easily children (mostly three-year-olds) fell asleep while other groups were still eating nearby. In general, the day was spent in an ordered routine which the children have apparently accepted quite easily. (A child's hand was slapped for reaching out of turn while an observer was present; another was reprimanded when he turned his head away during story-reading time.)

In interviews both parents and teachers emphasized a desire that children be taught to "mind", to have good manners, to refrain from fighting, and to express respect for adults. Given the stressful and often exhausting lives of many of the mothers who work long hours in physically demanding jobs, it is little wonder that the children are expected to behave in ways which add the least stress to their parents' lives.

Although creativity and independence are important to the NCDCA education program, limits are placed on the children's behavior. Children are taught to control and redirect their aggressive impulses. (Some observers felt this control was more a pressure to conform.)

Undoubtedly, the socialization of the children by the center

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NOTABLE ELEMENTS

Several aspects single out the NCDA program from standard day care programs across the nation. These elements are the stability of the program, the security it provides for all its participants, the agency's capacity for delivering social services, and the very effective day home aspect of the operation.

Stability

Eighteen years of day care service in the Houston area by NCDCA has resulted in the gradual development of information, policies, procedures, educational materials, and sheer experience which invest the program with reassuring stability in a time of social change.

Job turnover rates in the program are low. Most teachers interviewed expressed determination to stay with the program until retirement, or "until they run me off." Job assignments are reasonable if low-paying, fringe benefits adequate, and working conditions good. In fact there is a sense of sinecure to staff positions. The teachers are unpressured, have autonomy in their own centers, and are comfortable -- "at home" -- in their own communities.

Directors tend to put emphasis on developing a smooth-running center, both in hiring policies and in day-to-day procedures. NCDCA positions are regarded as something of a plum because of its reputation of promotion and stability, and the Association has so far competed successfully with higher-paying organizations for qualified personnel (although competition is getting stiffer).

Participant Security

Job security is high, as indicated above, but security is enhanced for other participants also. Once a family secures acceptance into the program for their children, the children may stay on until they no longer need day care, no matter what changes occur in the family situation (although fees may be adjusted). Because of this, parents have the security of knowing that their children are adequately cared for in any situation, and are therefore free to attempt more with their lives. Children develop familiarity with center and staff over a period of years. Many staff members have known the children in their center for long periods of time, and have therefore been able to develop substantial on-going relationships with them. This characteristic allows teachers to maintain a careful monitoring of development--a kind of built-in follow-up on the child's growth and education. For example, the observers saw the center staff express sincere interest and pride towards the after school children on the day they received their school report cards. However, no formal follow-up studies have been done.

Social Services

Program supervision in the centers comes from the day care director and child development specialists. Great emphasis in the system is put on delivery of services. Easy communication with the parents allow troubles to be spotted early and referrals made. The larger Neighborhood Centers Association is well connected for welfare work within the Houston area, and works closely with NCDCA personnel in solving problems. There is a full-time supervisor of support services in the parent organization, as well as a staff of counselors and assistant counselors who work with NCDCA.

NCDCA takes good advantage of Houston's relatively comprehensive and accessible social services. Medical, psychological and job counseling are supplied on a regular basis. Most referrals stem from the problems of one-parent families and low income levels. The NCDCA centers are not equipped to take retarded children, so it has contracted with the Harris County Center for Retarded Children to serve such children in need of day care.

Clients have been referred to various area employment services. NCDCA runs the in-school NYC program and makes referrals to it. As the Texas Employment Commission is housed in a NCDCA settlement house, referrals are also made to them. Several parents have been sent to the Houston WIN program.

The Neighborhood Centers Association has a heavy referral load to health and welfare services, rehabilitation services, legal services, and social work services.

Follow-up of referrals hav proved to be very delicate; many parents become frightened when someone checks up to see if they have received satisfactory service.

In general, the referrals are made at the same time as the child is enrolled in day care, or placed on the waiting list, as part of the total agency function. In the case of medical services, the agency will often send the mother to a private physician and agree to pay some or all of his fee. The mother is then given an agency voucher. This procedure is convenient for the mother who may wish to see a doctor in her neighborhood.

Day Home Care

Approximately 615 children, pre-school through school-age, receive care regularly in day homes (maximum: five children per home). Day homes are used to supplement the care available at the centers, either because no center exists in the neighborhood or because a NCDCA intake worker feels the day home rather than a center environment would be better suited to a certain child. School-age children from eight to fourteen go to day homes which are located near their schools. When the need arises, an additional day home can be put into operation with relatively little effort or initial expenditure.

NCDCA assists prospective day care mothers with getting their homes licensed for day home care (a Day Home Evaluation form is included in the Appendix to this volume) and supplies them with some equipment if necessary. NCDCA has a day home loan closet from which mothers can borrow educational equipment, beds, high chairs, etc. A counselor is responsible for placing the child in a day home, and for continued contact with the family and home to handle any problems which might arise.

Pay to the day mother is quite low ($12 per full-day child per week, $8 for school-age children). NCDCA does provide some transportation to day home. Day mothers cover the expense of meals, additional toys, and entertainment. Parents supply food for infants with special formulas only. Some supplementary surplus canned goods are supplied by the center. The fees are paid by the parents or NCDCA, or some combination of the two. Most day mothers are women living without husbands and over 50 years of age. The system occasionally provides outings for day home children; a more extensive program is planned for them in the summer.

When an individual parent is interested in placing a child in a day home or a center, she calls the intake worker, who works only on the telephone. The intake worker records all available facts about the family and assigns them to a counselor in the area. The counselor visits the client at home, decides on placement, and if a day home is appropriate and available, takes the mother to the day home. There the counselor takes down the child's history in the presence of the day mother, providing her with the information at the same time. When a boy is placed from a mother-only family, an attempt is made to place him with a couple. However, only ten percent of the day mothers are living with a man.

Although development programs in day homes may be somewhat limited because of the lack of training of the day home operator and the small size and mixed ages of the group, the system does provide warm and continuing care for children who need it. Many day mothers have been with the program for years, possibly because of the lack of other job possibilities. This adds to the overall stability of the NCDCA system. Additional in-service training for day home mothers is planned for next year.

BACKGROUND INFORMATION

History

In 1949 the Community Council of Houston made a detailed study of problem areas in the field of family and child welfare services. The study recognized a need for day care services, particularly for the working mother.

In 1951 a recommendation was made for formation of a new agency to meet this need. It was also recommended that efforts be made to consolidate existing day care programs under the new agency. (At the time of the study, nine centers were already in existence, sponsored by the Community Chest.) Organizational meetings began in 1951. Interested individuals formed a temporary board structure, which met monthly to develop a permanent board; representatives from existing community day care programs attended. An executive director was hired in August of 1951. A permanent board was organized the following January, and in March of 1952 the Day Care Association was chartered as a non-profit organization by the State of Texas. The first office of the association was opened in the summer of 1952, and by the end of that year the association was serving 255 children.

Community

NCDCA serves all of Harris County, which has a population of about 1,300,000: approximately 65 percent Anglo, 23 percent Black, and 12 percent Chicano and Puerto Rican. A complete range of social and recreational services is available in the Houston area, relatively accessible to those who need them. No statistical information is available on the size of the total population needing day care assistance. OEO and CAP jointly sponsor a program which makes day care available

to some 2,000 children. Another day care facility is run by the Texas Medical Center, and there are numerous privately owned facilities. Although there is growing competition for staff between other day care agencies and NCDCA, the day care situation is very much a seller's market: most parents desperately need the service and the choice about where, or to which agency, they send their children is determined by problems of transportation, cost and eligibility.

The NCDCA day care centers have helped to upgrade the community's economic possibilities and to encourage a certain amount of community organization for parents. They have also served as communication centers, providing adult education literature and making parents aware of the availability of other social services.

As kindergartens are not part of the public school system in some Houston suburbs and are not compulsory in the city, many parents need the service of the day care centers beyond the usual age.

Parents

Ethnic distributions of staff and children for the system and a sample center, as well as family composition statistics, are included in the At A Glance chart at the front of this study.

At the Ann Taylor Center (the sample center) six of the one hundred two families have incomes below $3,000; eighty nine percent have incomes between $3,000 and $5,000. Most families are one-parent, mother-only; forty one percent of these mothers have at least high school educations, and most (93 percent) are employed, in school or training. Despite the relatively high educational achievements and employment status, low wages keep most center families at or near the poverty levels.

BASIC PROGRAM

Education

The first goal of NCDCA is to develop the child's sense of competence and trust in himself. This is accomplished by providing a warm atmosphere combined with a great deal of stimulation and imaginative activity. The program does not follow any single particular approach, but uses elements from many methodologies already in existence. Because of the long history of the program, a considerable amount of educational guidance material has been accumulated. Samples of these materials are included in the Appendix to this study.

A second major objective of the program is to strengthen family life. The center is considered as a supplement to the family, not as a replacement. Parents are given many opportunities to participate in center-sponsored activities, both educational and recreational, and they are urged to take as much responsibility for the child's health and welfare as possible.

When asked to specify center goals and priorities, one center director listed social and emotional development first, educational and physical activities (including nutrition) second, and social services for parents and community (including education) third. In selecting the first goal, social and emotional development, she emphasized the program's stress on developing the "total" child.

Because of this emphasis, education and cognitive growth are considered to be integral parts of the child's self-image development. The focus, therefore, is on fostering the child's desire to learn and on helping him develop a sense of initiative. For example, when a child asks a question, the teacher frequently will not provide the answer, but will take the child to an encyclopedia to look it up. In so doing, she is

teaching the child one way to find answers on his own. Art activities never involve following patterns or using stencils; the children create their own patterns. Numbers are not learned by rote but through games.

Children in the center are grouped by age. There are three cases among the eight centers where three and four-year-olds are grouped together; otherwise, calendar age is used as a dividing line. After school groups are not separated by age. The table below presents child grouping and class size for all center.

In the day homes there is no age grouping. A day home operator may take five children of any age from two months to 14 years.

Age Group

Age range and number of children per class	Pre-school 3 yr: 10-12 4 yr: 15-18 5 yr: 20-23	School Age 6-8 yr: 30-35	Home Care 5 or 6 per home, 2 mos. to 3 yr or 8-14

In the centers, planned activities each day involve language, discussion, listening, poems, stories, finger plays, creative art, rhythm and music, science and math, and organized games. Even though activities are pre-planned, flexibility is maintained. If the children become interested in an event or object outside, the lesson plan is modified to connect with the object of interest. Teachers express the view that one cannot teach a child who is interested in something else, but it is very easy to teach a child about what he <u>is</u> interested in. In addition, there are free play times when the children can structure their own activities as they wish. A sample daily schedule is included in the Appendix to this study.

A very rich curriculum for the centers is contained in the NCDCA Activity Manual, produced by the Association. It includes a statement of specific goals for each age group, relating to language, numbers, shapes, measurement, etc., along with a variety of suggested activities. Teachers generally find it a useful resource, but do not follow its format rigidly. Equipment at the center observed was quite adequate to support such a curriculum.

Two adults--a teacher and aide--are assigned to each class. At least one of the aides as well as the cook arrive at 6:00 or 6:30 a.m. and leave at 2:30 p.m.; teachers, who come later, may be alone with their classes for a few hours at the end of the day, or may receive additional help from Neighborhood Youth Corps or Jobs for Youth Workers. Often the center director assists teachers or relieves them for breaks, which are scattered so as to allow for an eight hour working day.

At the Ann Taylor Center, there are two rooms for each age group. Within the rooms, screens and dividers are used to separate activity areas as needed. There are child-sized toilets for each class, a washing machine and a TV set. The kitchen is fully equipped.

Equipment includes tables, chairs, toy chests, bookshelves, books, dolls, mirrors, toy telephones, play kitchen and household equipment, and art supplies. Outdoor space is somewhat crowded, and free play outdoors must be staggered.

The system's educational policy places great emphasis on making children active participants in creating and executing activities, rather than passive recipients of information/entertainment. "Themes" are picked for each week, and all activities within the period are keyed to

that theme if possible. During the "Fall Weather" week observed, for example, activities for four-year-olds included a discussion of the weather using pictures of seasonal clothing, finger painting with fall colors, poems about the rain, making a rain gauge, acting out the fall wind, and acting out emotions associated with fall or different kinds of weather. As much as possible, teachers and children develop activities cooperatively.

At the Drew Allen Center, the children came from low income but not desperately deprived homes. A few were Spanish-speaking in their home situation, but staff felt this presented few problems; the children either know English upon entering school or pick it up very quickly from the other children. Although there is an effort to have one Spanish-speaking person on each center staff, there was no such person on the staff at the time of the field visit.

Food

Many of the center children are not fed adequately at home and the nutrition program tries to make up for any dietary deficiencies. Children are given something to eat whenever they are hungry, and at mealtimes they may eat as much as they want. Staff members are prohibited from eating anything in front of the children unless it can be shared. Menus are planned by the director of day care, and food is bought by a purchasing agent. If children request a particular food, an effort is made to provide it.

Children undergo a brief health inspection every morning, which provides a ready opportunity for checking whether a child is underweight (for more on the health inspection, see Health, below). The Association nurse observes at each center regularly and checks for signs of malnutrition. When a child is ill, his mother is notified and must take him home. Most centers do not have isolation rooms for sick children.

Meals are served in the classrooms. Children help to serve snacks and clean up. Children may eat if they are hungry, but are discouraged from using food as an emotional crutch, e.g., a child is not given a cookie to stop crying. Each center has its own cook or cook/housekeeper.

In day homes, each day home operator determines the feeding and overall schedule for her children in cooperation with the parents and the day home supervisor.

Health

There is a full-time nurse on the Association staff who visits all the centers and the day homes on a regular basis. Almost all health services for the children are provided through referrals, including check-ups and doctor care. There are free services of this kind readily available in Houston, and through the Neighborhood Centers component of the Association. Referrals are made and thoroughly followed up, but it is program policy to insist that the parent take responsibility for the child's health. For example, the nurse will isolate a sick child, recommend a doctor, and in some cases even make the appointment, but the parent must take the child to the doctor.

Each center also has an "observation time;" one teacher is trained to perform a general observation of both children and fellow employees for signs of communicable diseases or other health problems. Any indications of ill health are communicated to the Association nurse for follow-up. The teacher trained to perform the observation also has first-aid training. A sample form for the health inspection is included in the Appendix to this volume, along with forms for completion of the mandatory medical examination for all children enrolled, and for requests for assistance in obtaining the examination.

If a child is sick for a week, a statement from a doctor must be presented to the center before the child returns, to ensure that a doctor has been called and that the child is well enough to return to the center. Complete medical records, including vaccinations received, are kept for all children. Free psychological services are available through the Association if necessary.

Transportation

Transportation service arrangements vary from center to center. Some centers supply no transportation at all; others are able to use the Association-owned buses for families with severe transportation problems. The only bus service available in Houston is privately owned and operated, and the costs are high. Some families with transportation problems end up paying more for bus fares to the day care centers than they are paying for the day care itself. Because bus service furnished by the Association is part of the larger welfare organization (Neighborhood Centers), no cost break-outs are available for transportation used for day care purposes. No center-by-center analysis of transportation solutions is available.

Social Services

(See Notable Elements)

Community Organization

There is no community organization program in NCDCA centers; the executive director pointed out that the Association is oriented to professional service. The Houston CAP provides more of a community mobilization approach.

Parents have been successfully organized for social and recreational activities, such as picnics. Each summer the Association

sponsors a successful weekend at camp for a number of families. These activities are aimed at strengthening family life.

Parent Involvement

Each center organizes its own parent group. There are no formal classes, but at bi-monthly parent meetings, there are speakers and discussions to deal with topics such as nutrition, discipline, family planning, etc. Psychodrama and role-playing activities are used to enhance understanding of family situations. Parents are welcome to observe at the center at any time. In addition, there is a back-to-school night and a parents' day, during which parents go through the children's daily schedule.

Most contact with parents is at the centers. Such contact is frequent, since the majority of parents deliver and pick up their children. Home visits are made when a problem arises or as the staff feels necessary. Communication is informal, but the center staff feels that linking home and school is an important aspect of the program.

A county-wide parent council composed of parents elected from all centers meets once a month with the director of day care to discuss program issues, to air complaints and make recommendations. This group has also been instrumental in organizing small fund-raising functions such as bake sales, bazaars, etc., to help finance specific equipment needs.

ORGANIZATION

Policymaking

The executive director of NCDCA is the primary policy developer. He has the power to hire, fire and promote administrative staff.

The Board of Directors has final budgetary control. Its primary concern is with raising money.

The Child Development Council is made up of both parents (33-1/3%) and representatives of the whole community (66-2/3%). It is the primary policymaking structure for overall program thrust and orientation, and for budget development and approval.

The parent advisory committee is composed of representatives from each center. It serves primarily in an advisory capacity, but it has the power to veto a proposed budget.

Planning -- Overall program planning consists of budget development and the development of new directions.

Budgeting -- Development and approval of the annual budget goes through the following steps:

1) The Child Development Council sets up a finance committee which develops a budget in cooperation with the executive director.

2) The budget is approved by the entire Child Development Council and by the parent advisory committee.

3) The budget is then submitted to the finance committee of the Board of Directors, which tries to obtain funding from the United Fund.

Staffing -- All hiring, firing and promotion of staff is under the formal authority of the executive director. In practice, the executive director hires the associate director and the day care director. The day care director hires all staff who report directly to her. These include the support services supervisor and the two child development supervisors. Others are hired by the appropriate supervisor. The executive director must approve all salary increases.

Operations -- Day-to-day activities are determined by each center's staff. The staff selects a "theme" (e.g., back-to-school, Indian culture) for each week, and then each teacher determines specific activities for her own class to develop this theme. She receives supervision and support from the center director and the child development supervisors.

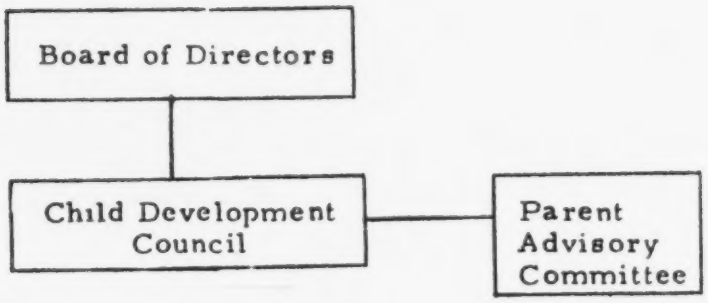
In practice, both the policymaking and administrative structures work with great efficiency, due in part to full cooperation from all personnel involved. The senior staff are highly competent individuals who have good working relationships with each other and with the staffs at the centers. Suggestions from the parent advisory committee are honored when finances permit, and parents are urged to take an active role in policymaking activities. Coordination and communication are handled smoothly through staff meetings and by the child development supervisors.

Staff Organization

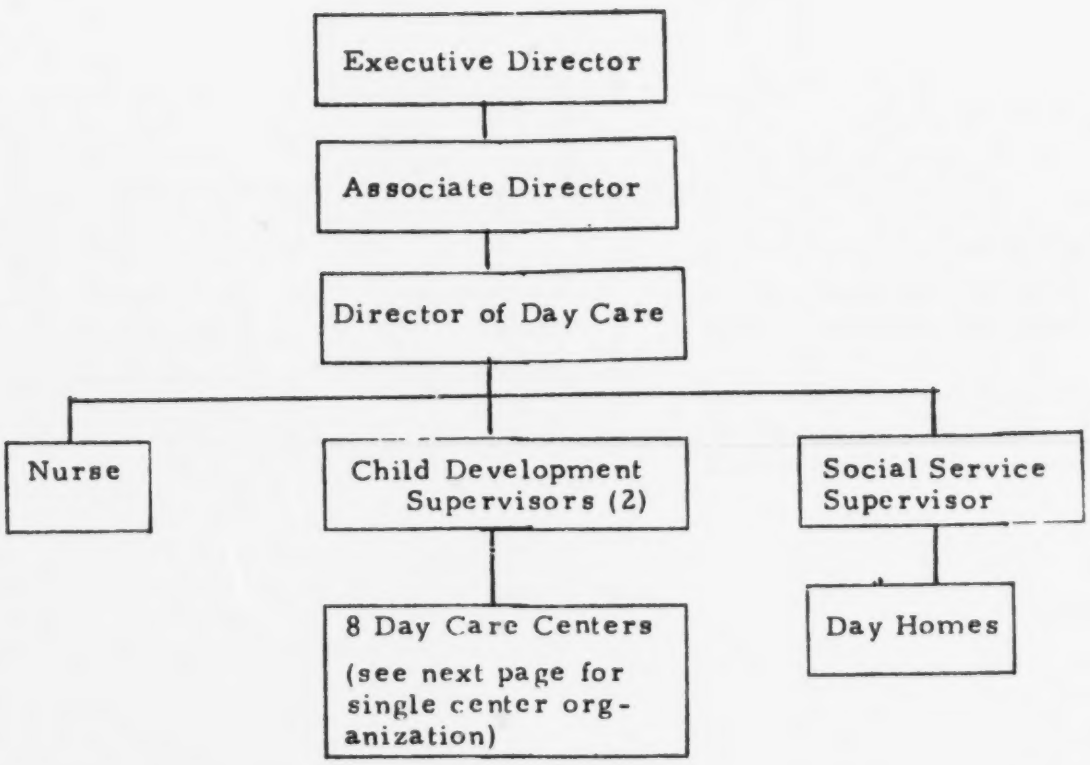
The senior staff (above the center level) work as a team. The relationships described in the organization chart are an approximation

NEIGHBORHOOD CENTERS DAY CARE ASSOCIATION

SYSTEM ORGANIZATION CHART

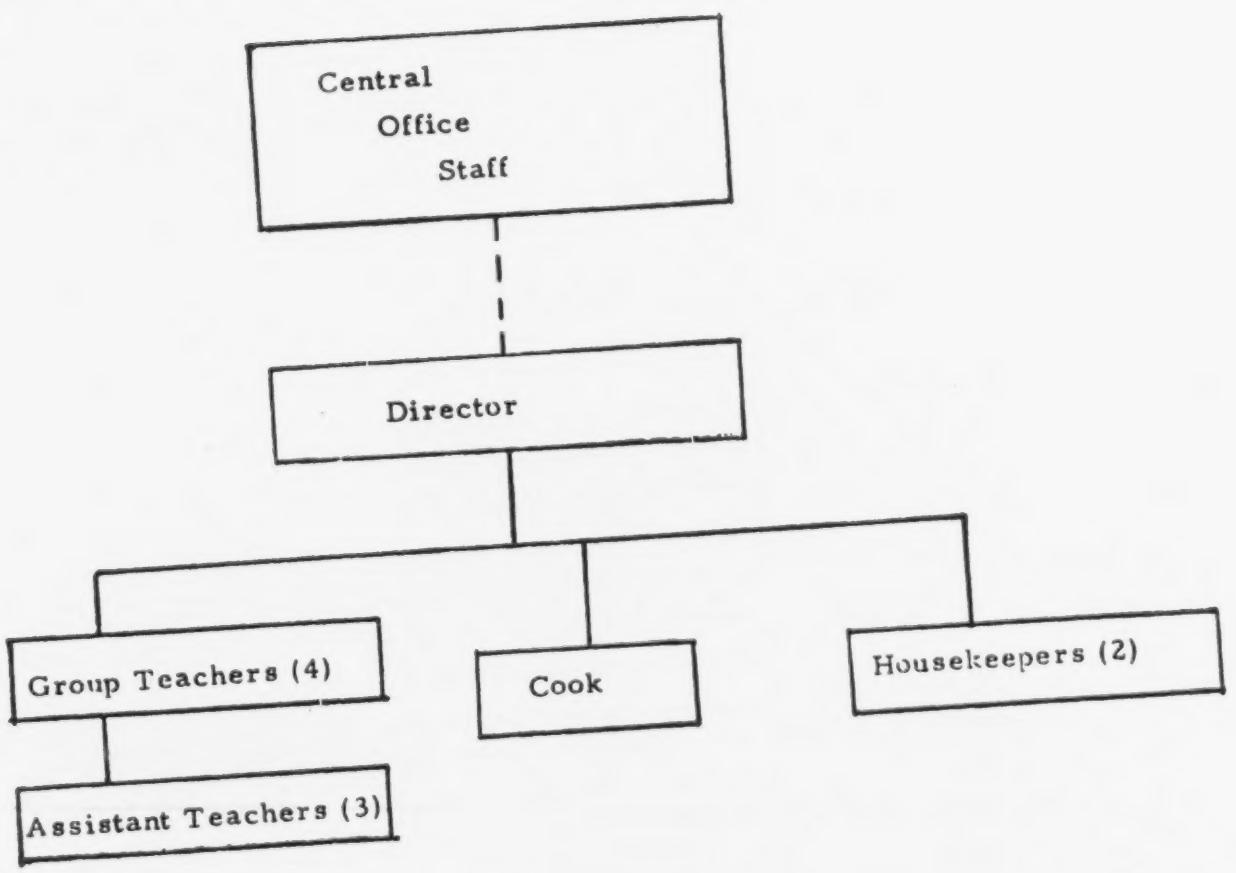


STAFF



ANN TAYLOR DAY CARE CENTER

ORGANIZATION CHART



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of what is a relatively flexible and informal mode of operation. The director of child care works cooperatively with the rest of the senior staff who are all involved with the centers as their services are needed. She is also the most regular communications link among all the various components of the organization. The agency director prefers not to become involved with program details, since his time is totally filled with administrative functions.

All staff interviewed had a firm grasp of their individual objectives and of the techniques for attaining them. At the center level, teachers seem to have excellent rapport with children, successfully stimulating them to active curiosity and imagination. It is interesting that many teachers at NCDCA centers have left higher-salaried jobs to work for the Association.

Volunteers are welcome, but have not shown up in appreciable numbers except during the major holidays.

Staff Development and Training

Regular in-service training is provided for all staff. Directors of the eight centers meet each week for one hour to hear invited speakers and to discuss various child care subjects. Each director meets weekly with his staff to pass on to them what he or she has learned. There are several workshops each year for each staff position-- a three-evening workshop for housekeeprs and cooks was being planned at the time of the field visit. Teaching and supervisory staff are encouraged to attend regional professional meetings.

The NCDCA works closely with Texas Southern University, which uses the centers for field placement in their Head Start training program. TSU personnel participate in the in-service training provided for NCDCA members.

There was some feeling among observers that weekly meetings between center directors and the day care director were devoted more to concrete program ideas than broader educational guidelines, and that

the directors seemed more at ease with long-established procedures than innovative possibilities. Good performance on the job as well as training have resulted in advancement within the system. Several aides have been promoted to full teacher positions. The director of day care estimates that the in-service training program has also made it possible to hire three or four staff members who would not otherwise have been qualified.

Staff Meetings and Records

The director of child care and one of the child cevelopment specialists visit each center at least weekly, and, as mentioned above, the directors of all centers meet once a week with the head of day care. The director of day care makes a regular written evaluation of each center director. Each director in turn fills out an evaluation form on her staff. The counselors do the same for day care mothers. Criteria include personal qualities, ability to assume and carry out responsibility, imagination, alertness and ability to work well with children and adults. These evaluations are read and signed by the teachers and are used as a basis for discussions and workshops, and for raises and promotions, as appropriate.

Informal anecdotal evaluations are kept on the children at all times, with a formal evaluation of each child three times a year. Psychiatric and IQ tests are given on a selective basis as a diagnostic tool for problems that have been observed in a particular child.

Information for the director's Time Use Chart was not available.

NEIGHBORHOOD CENTERS DAY CARE ASSOCIATION STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Staff (268 - 269 full-time equiv.)	10,760	8,876
Central Office (31 full-time)	1,240	N.A.
EXECUTIVE DIRECTOR	40	
ASSOCIATE DIRECTOR	40	
DAY CARE DIRECTOR	40	
SUPPORT SERVICES SUPERVISOR	40	
CHILD DEVELOPMENT SPECIALISTS (2)	80 (40)	
NURSE	40	
COUNSELOR SUPERVISOR	40	
COUNSELORS (5)	200 (40)	
COUNSELOR ASSISTANTS (5)	200 (40)	
ADMINISTRATIVE ASSISTANT	40	
BUSINESS MANAGER-BOOKKEEPER	40	
BOOKKEEPER ASSISTANTS (2)	80 (40)	
SECRETARY	40	
CLERK-TYPISTS (4)	160 (40)	
MAINTENANCE MEN (3)	120 (40)	
HOUSEKEEPER	40	

*Estimated

OVERALL PAID STAFF PROFILE

Insufficient Data for Overall Staff Profile

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NEIGHBORHOOD CENTERS DAY CARE ASSOCIATION STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week* (Av. Position)
Center Staffs (58 full-time)	2,320	1,716
CENTER DIRECTORS (8)	320 (40+)	160 (20)
GROUP TEACHERS (17)	680 (40)	612 (36)
ASSISTANT TEACHERS (18)	760 (40+)	648 (36)
ASSISTANT TEACHERS (2)	40 (20)	36 (18)
COOKS (4)	160 (40)	80 (20)
COOK-HOUSEKEEPERS (4)	160 (40)	80 (20)
HOUSEKEEPERS (5)	200 (40)	100 (20)
Plus:		
DAY HOME MOTHERS (179)	7,160 (40)	7,160 (40)

*Estimated

OVERALL PAID STAFF PROFILE

Insufficient Data for Overall Staff Profile

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NEIGHBORHOOD CENTERS' ANN TAYLOR CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Paid Staff (11 full-time)	440	332
DIRECTOR	40	20
GROUP TEACHERS (4)	160 (40)	144 (36)
ASSISTANT TEACHERS (3)	120 (40)	108 (36)
COOK	40	20
HOUSEKEEPERS (2)	80 (40)	40 (20)

*Estimated

OVERALL PAID STAFF PROFILE

Education:

Graduate Work	2
B.A.	2
College Experience	5
High School	1
Junior High School	1

Sex:

Male	0
Female	11

Ethnicity:

Black	11

Parents of Project Children: 0

HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

NEIGHBORHOOD CENTERS ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	76%	$ 418,100	$ 970	$ .44	75 % of $'s
Varying Core	5%	27,700	64	.03	7 % of In-Kind
Occupancy	19%	104,000	241	.11	71 % of Total ($ + In-Kind)
Sub-Total	100%	549,700	1,275	.58	
Day Home Care Sub-Total		538,500	1,099	.56	
TOTALS		$1,088,200	$1,170	$ .57	

*costs to nearest $100, % to 1.0

COST OF THE EIGHT CENTERS

		% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS						
	A. Child Care and Teaching	40%	$217,300		$214,700		$ 2,600
	B. Administration	22%	121,700		121,700		-
	C. Feeding	14%	79,000		75,700		3,300
	II. VARYING CORE COSTS						
	D. Health	2%	13,200		13,200		-
	E. Transportation	3%	14,500		14,500		-
	III. OCCUPANCY COSTS	19%	104,000		75,000		29,000
	TOTALS	100%	$549,700 (100%)		$514,800 (94%)		$34,900 (6%)

IN CONCLUSION

Sample comments about the Neighborhood Centers Day Care Association:

What parents like for their children:

> "She's learned to count, learned the alphabet. They get trips to the zoo, the park, the museum. They went to see Charlie Brown. They give kids breakfast, snacks about nine o'clock, a hot lunch--three hot meals a day. I met the teachers--they've been telling me about the drawings. The children are certainly imaginative." "One of the things they teach is being creative. That's good, and my children are learning to do it." "They do finger painting, drawing, coloring, and play games. The children talk about the program a lot at home. They love the program." "It's a learning opportunity for the children. They say grace before eating, and learn to wash their hands before meals. They've learned songs and can say their A-B-C's."
>
> "Now she brings home her own paintings, and doesn't tear up her sister's. She helps more around the house." "They're used to a schedule of eating, and want to eat on time when they're at home." 'She's meeting some new little friends." "It makes her glad to see her mama in the evening. She feels like she's going to school like the big kids." 'She's adjusted to eating better now. She wants her breakfast on weekends."

What parents like for themselves:

> "It's open from 6:00 to 6:00. I work from 7:00 to 3:30. I can use the extra time to shop or pay bills." "When he first started I was in JOY, the government program. I lost my job three days after he began to go to the center. Then when my baby was born, the baby has been sick and I had to have surgery. It's been good for us, to have someplace where he could go." "I had time to go to a movie after work. I could only stay for half of it, but I enjoyed it." "I've joined the Neighborhood Centers Association and have been able to get into leadership in my own community." "We get along better at home now. I've got a new job and I'm not as tired as I was when I was working in the laundry." (Mother works in one of the agency-operated day care programs.)

"You don't have to worry about him in the early morning. They'll feed him breakfast. They take very good care of them." "I can be away and they'll be well cared for. They'll get in touch if anything happens."

"Parents--especially men--are encouraged to come to meetings and express their concerns." "They try to get the parents involved. The parents raised money for an aquarium." "There are parents on the Advisory Committee and other committees. They bring ideas to the center." "The parents have made the program better. They've gotten more field trips, and a general program with volunteers."

"The social worker helps me with meal planning."

What parents don't like:

"It makes me get up earlier." "I wish it was open seven days a week." "None of the teachers are allowed to whip any children, but I think they have some means of punishment--well, I mean discipline."

What the staff has to say:

"I'll work here until they run me off."

"I think what's good behavior for a four-year-old is being able to follow instructions, being considerate of peers and adults, being kind to others in the group, being somewhat independent of adults, and being able to rechannel their hostility." "I've learned to accept so many things since working with these children. Some things that seem to be misbehavior aren't, after I know the child." "These children will get loud. Some have pretty good table manners. I might not permit some things with my own child, but I keep in mind he has been taught a different way at home." "If a kid throws blocks continually, I take him away from the blocks until he says he is ready to use materials appropriately. Even if it's only two minutes later."

"I don't know much about this community. Judging from the children they need services to enlighten parents to quite a bit of things." "I don't feel these children are excelling the children of even a year ago, even though each year they get more enrichment."

A summary of major problem areas of NCDCA, as perceived by Marceleete Womack, associate director of NCDCA, is contained in the following statement:

Staff-Recruitment, Selection, Training, Retention

Maintenance and housekeeping jobs are difficult to fill because applicants are not interested in these positions.

Parents-Involvement, Control

Moving into the next phase of parent involvement, that of parent-participation in planning, decision-making and evaluating the organization's services, has been more difficult. Most parents were inexperienced in such activities and were, therefore, reluctant to participate in them. For many, the link between their children's well-being and these new activities was too obscure for parents to value participating in them. Finding times for meetings that were feasible for both parents and community leaders was not easy. Parents' work schedules and jobs did not permit them to leave work to attend day-time meetings, and their home responsibilities often made it difficult for them to attend night meetings.

Money

The day care organization initially was completely financed by the United Fund and parents' fees. The needs for service far exceeded the community's financial resources. The first priority had to be providing day care service in quantity and focussed its services to children of working parents.

The challenge will be to explore every avenue for securing additional funds to increase service and to make staff salaries more comparable to those of other services in the community. Another challenge will be to continually work to make the most effective use of all funds secured.

Community-General Public, Schools, Welfare Department

Finding buildings that are appropriate for needed day care centers in some sections of the community has been a problem. Some centers that were operating in sections of the community where need was great were forced to either close or undergo expensive renovation when local building codes were made more restictive.

Extending day care service to all of Harris County created difficulties in establishing priorities for placing centers. Adequate statistics and operating experience were not available as bases of projecting suitable sites. Local opinion was sometimes not entirely reliable. In one instance, the organization opened a center where the need appeared to be great, but the community did not respond so the center was closed.

One of the outstanding features of the NCDCA is the efficiency of its administrative system and the apparent openness of communication channels. The adminstration appears to support and protect the center staff, at the same time allowing it a great deal of autonomy. Thus the quality of each center's operation depends a great deal on the capability of its director and the selection of the center directors is one of the important functions of the administration. As the directors are most often promoted from within the system, there tends to be great deal of uniformity across centers which reflects the uniformity of the staff experience. The fact that each director can in turn select her staff allows for a choesive work group, but often limits the range of experience of the center personnel.

In at least one case, NCDCA was asked to open a center in a transitional neighborhood in the hopes that the service would stabilize the community and attract people interested in their economic betterment. The availability of a day care center in the neighborhood appears to have kept families from moving and to have made parents more reliable employees.

The ready availability of other social services and their accessibility through the center personnel makes it possible for families to deal with their problems before they reach disruptive or irreversible proportions. It is clear that the families which make use of the NCDCA day care centers consider themselves fortunate to have this opportunity.

Convenient location, autonomy of directors and informal center staff and day mother recruiting procedures are all easily replicable features of this system and enhance its value to the community. Also, the streamlined administrative process avoids considerable red tape. Overall, NCDCA has provided the community with a stable and trustworthy day care system, one which leaves the parents feeling secure about the safety and care of their children.

APPENDIX*

This appendix consists of illustrative materials drawn directly from the centers and the system itself. Included are:

Example of a Weekly Schedule

Suggested Fee Scale

Guidance for Health Inspection

Sample Menu

Day Home Evaluation

*The system has an "Activity Manual" which is too lengthy to reproduce here but might be obtained directly from the Director of Child Care.

Theme Circus

WEEKLY PLANNING
Week of October 20, 1969

Teacher Vera Gookin

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Discussion Listening Poems Stories Finger Plays	What is a circus? Circus A.B.C. Put Your Fingers In The Air	Circus Elephants I can Count Ten Elephants.	Circus Bears. Circus A.B.C. Five Little Bears.	Circus Lions. The Funny Hat. Open and Shut Theme	Clowns. Wonderful Book of Clowns Ten Little Clowns.
Creative Art	Playdough	Collage.	Crayola	Finger Paint (Easy Paint)	Cut, tear + paste
Rhythms and Music	Music with piano.	Music with piano. Jumbo Elephant.	Music with piano	Music with piano	Rhythm Band. Parade

Science and Mathematics	Bringout thermometer & Disceases	Count Animals	Fine Little Beats (count)	Use the magnet	Count Clowns	
Games (Indoor and Outdoor)	Looby Loo	Teddy Bear	Ring Around rosies	Did You Ever See a Lassie?	Looby Loo	
Table Activities Or Planned Role Play Activity	Puzzles	Blocks Build cages for Animals	Table animals	Lego blocks	Puzzles Wash dishes & get dolls ready for the parade	
Field Trip Visitor						

SUGGESTED FEE SCALE
8-25, 1968

Yr. Income (Net)	1 Child	2 Child	3 Child	4 Child	5 or More Chn.
Below $2,500	$ 1.00	$ .50	$ .50	$ .50	$ .50
$2,501 - $2,900	1.25	1.00	.50	.50	.50
2,901 - 3,200	1.50	1.25	1.00	.50	.50
3,201 - 3,400	3.00	2.00	1.00	.75	.50
3,401 - 3,600	3.00	2.50	1.00	1.00	.75
3,601 - 3,800	3.50	2.00	1.50	1.00	.75
3,801 - 4,000	4.00	3.00	2.50	1.50	1.00
4,001 - 4,200	5.50	4.00	3.00	2.50	1.50
4,201 - 4,400	7.00	4.50	3.00	3.00	2.00
4,401 - 4,600	8.00	5.00	4.00	3.50	3.00
4,601 - 4,800	9.00	6.00	4.50	4.00	3.50
4,801 - 5,000	9.50	6.50	4.50	4.00	3.50
5,001 - 5,600	10.00	7.00	5.00	4.50	4.00
5,601 - 6,200	12.00	10.00	8.00	7.00	6.00
6,201 - 7,000	13.00	11.00	9.00	8.00	7.00
7,001 - 7,800	15.00	12.00	10.00	9.00	8.00
7,801 - 9,500	18.00	18.00	15.00	13.00	12.00
9,501 - 10,000	20.00	19.00	18.00	15.00	14.00
10,001 - 12,000	20.00	20.00	18.00	18.00	18.00

GUIDANCE FOR HEALTH INSPECTION

WHEN: Every morning, as soon as child arrives at Nursery school.

WHY: To control the spread of communicable disease and to promote cleanliness.

WHOM: Every child, (do not forget the teachers and other employees also should be checked).

BY WHOM: Teacher who has had instruction regarding procedures.

*** ***

PROCEDURE

Where to Look	What to look for	What it may mean
1. Eyes	Dullness, inflammation, circles underneath	These and other signs may indicate a condition of fatigue, or loss of sleep, which increases susceptibility to disease
2. Nose	Discharge or sneezing	May indicate the onset of a cold or be the forerunner of communicable disease
3. Mouth	Condition of gums, mucus membranes and teeth	Indication of conditions such as: nutritional disease, dental caries, systemic disease (measles Koplik's spots) and scarlet fever - strawberry tongue
4. Throat and Tonsils	Red and inflamed white spots	Indicative of common colds, scarlet fever, diptheria, measles, etc.
5. Skin	Rash on hands, arms, chest, or back of neck	May indicate presence of communicable disease
6. Behavior	General irritability, lack of appetite, sleepy or unusually quiet	Often behavior may indicate a health difficulty before there is any other sign
7. Temperature	Unusual flushing, moist forehead	Illness (temperature should be taken by doctor or nurse, who should follow general course for exclusion if necessary).

GENERAL SUGGESTIONS

1. Exclude or isolate child if he shows any signs of illness (in case of fatigue the child should rest).

2. Call the doctor who is responsible for the school health conditions or remove child to his home and advise medical care.

3. Inspect every child carefully who returns following an illness.

4. Keep in touch with the public health authorities and seek their cooperation.

STANDING ORDER FOR FIRST AID

Coryza (cold): ISOLATE CHILD. Keep indoors and warm. Offer fluids frequently. Light diet. Watch temperature. No other treatment is indicated. Refer to family doctor.

Abrasions: Cleanse thoroughly with solution of green soap or Ivory soap on cotton (no water). Wash for 3 minutes and then clean off with water. Apply merthiolate tincture and cover with sterile gauze.

Lacerations: Cleanse as in abrasions, apply merthiolate and cover with band aid. Large lacerations should be seen by doctor to determine whether or not sutures are necessary. If contaminated with dirt or deep wound, use hydrogen peroxide after initial soap cleansing.

Burns: Very gently cleanse skin and apply Furacin ointment to burn. Cover loosely with gauze flat or roller bandage, severe burns should be seen by doctor.

Insect bites and stings: Apply pink lotion (Calamine) for itching. Cover with band aid if child continues to scratch bite.

Sprains: Most sprains are not severe and require no treatment. If pain and swelling are present the doctor should probably be consulted. (No medication unless ordered by doctor.)

Sliver: Cleanse skin and remove sliver with sterile needle, wipe with alcohol. If splinter cannot be removed easily, call doctor.

Poison Ivy: Immediately after exposure wash entire area with soap and warm water. After the eruption has appeared apply calamine lotion with cotton. This usually relieves itching.

Foreign body in eye: Simple irrigation of the eye with 2% boric acid will remove most foreign bodies in eyes. If it does not, child's doctor should be consulted. (For irrigation, use clean dropper or eye cup.)

Sty: Hot fomentations applied to the eye several times daily will aid in shortening the duration of the sty. If the sty opens and drains the eye may be irrigated with 2% boric acid, refer to the family doctor.

Toothache: This should be reported to the child's parents on the day that it occurs. There are many causes of toothache, and in many instances the dentist may be able to correct the condition. (Oil of cloves recommended.

Nosebleed: This can usually be stopped by the following procedure: (1) Have the child in a semi-reclining position. (Don't let child down flat.) (2) Apply pack to bridge of nose. (3) If necessary compress tip of nose with fingers. If bleeding is not controlled by this method, packing of the nose may be necessary. This should be done by a physician.

Head injury and symptoms of Concussion: Put child to bed in semi-reclining position (pillow). Keep warm and quiet. Post injury - observe 1-2 hours for unusual drowsiness, vomiting or fever, refer to family doctor if these symptoms develop within 24 hours.

****

Directions for cleaning cot after child has been isolated for infectious illness or otherwise: Sponge cot thoroughly with hot soap suds - dry in open air and sunshine.

MENU #238

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast	¼ Apple Scrambled Eggs Toast/Jelly Chocolate Milk	Pineapple juice French Toast Syrup Milk	½ Banana Buttered Grits Toast Jelly/Oleo Milk	Tomato juice Rolled Wheat/ Raisins Toast/butter Vanilla/Milk	Orange Juice Cinnamon/ Toast Bacon Chips Jelly Milk
A.M. Snack	Grape Juice Crackers	Lemonade Toast Strips	Orange Juice Graham Crackers	Punch Ritz Crackers	Raisins/ Cheese Crackers
Lunch	Maccaroni/Cheese Spinach Tomato-Lettuce Salad Toast Strips Peaches Milk	Egg Salad Spanish Rice String Beans Corn Bread Rice-Raisin Pudding Milk	Dried Beans- Weiner loaf Cabbage Slaw Toast/Oleo Canned Plumbs Milk	Chicken Salad Potato Chips Spinach Carrot-Celery Strips Crackers Bread-Puddinf Milk	Fish Sticks Mashed Po- tatoes Peas Waldorf-Sal- ad Toast/Oleo Plain Cake Milk
P.M. Snack	Peanut Butter/ Jelly Bread Milk	Rolly Polly Cookies Milk	Toast Strips Milk	Graham Crackers Milk	Sugar Cook- ies Milk
5:30 P.M. Snack	½ Orange	Orange juice	Carrot Strips	¼ Apple	Apple juice

NEIGHBORHOOD CENTERS-DAY CARE ASSOCIATION

Day Home Evaluation

--- Date ---

Name of Day Mother:
Address of Day Mother

Key: Mark spaces from 1 to 4. 1 - Excellent, 2 - Good, 3 - Fair, 4 - Poor.
Comment on all items marked 3 or 4.

I. Physical Characteristics of the Day Home

A. Inside space: Full use ☐ Partial use ☐

1. Sufficient for licensed capacity _____
2. Space arrangement and play area _____
3. Lends itself to children's activities (uncluttered) _____
4. Cleanliness _____
5. Safety precautions _____
6. Lighting _____
7. Ventilation _____
8. General appearance of home _____

B. Outside Area

1. Fence _____
2. Space for play activities _____
3. Protected area (sun and/or rain) _____
4. Mowed and cleaned _____
5. Safety precautions _____

C. Equipment (excluding toys)

1. Nap facilities _____
2. Meal Service _____
3. Special equipment (play pens, potty chairs, etc.) _____

Comments: (Use back if necessary)

II. Work with Children

A. Methods of Working With Children:

1. Sensitivity to child's feelings _____
2. Awareness of child's progress or lack of progress _____
3. Accepts child as he is _____
4. Positive approach to children _____

5. Sets limits which are realistic and appropriate _ _ _ _ _
6. Consistant in following limits _ _ _ _ _
7. Suitable methods to help child accept limits _ _ _ _ _
8. Enjoys humorous incidents with children _ _ _ _ _
9. Reasonable expectations and goals suitable to child _ _ _ _ _
10. Treats children with respect _ _ _ _ _
11. Assists child in gaining self confidence _ _ _ _ _
12. Plans personal life so as not to interfere with child care _ _ _ _ _

Comments:

B. Activities and Play Equipment

1. Plans suitable and stimulating activities for children _ _ _ _ _
2. Provides adequate play equipment _ _ _ _ _
3. Helps child learn proper use and care of equipment _ _ _ _ _
4. Supervises play adequately _ _ _ _ _
5. Provides for active and quiet play _ _ _ _ _
6. Participates in training program _ _ _ _ _

Comments:

C. Meals and Snacks

1. Served on time _ _ _ _ _
2. Attractive and appetizing _ _ _ _ _
3. Well-balanced _ _ _ _ _
4. Handling of problem eaters _ _ _ _ _
5. Size of serving suited to child's needs _ _ _ _ _

Comments:

D. Nap or Rest Arrangement

1. Regular _ _ _ _ _
2. Well scheduled _ _ _ _ _
3. Duration suitable to child's needs _ _ _ _ _

Comments:

_ _ _ _ _ Educational Consultant _ _ _

III. Day Mother

A. Personal Qualities of Day Mothers:

1. Friendly, warm _ _ _ _ _
2. General appearance and appropriateness of dress _ _ _ _ _
3. Speech and voice: Clear and well modulated _ _ _ _ _
4. Tact and courtesy toward parents: tolerant and considerate of others _ _ _ _ _
5. Displays a sense of humor _ _ _ _ _
6. Dependable _ _ _ _ _
7. Self-confident _ _ _ _ _
8. Enthusiatic about working with children _ _ _ _ _
9. Demonstrates a desire to learn _ _ _ _ _
10. Profits by suggestions _ _ _ _ _
11. Avoids personal involvement with parents _ _ _ _ _

Comments:

B. Day Mother Relationship to agency

1. Can meet financial obligations without agency support _ _ _ _
2. Reports are accurate and on time _ _ _ _ _
3. Uses professional staff appropriately (counselor, nurse, educational consultant) _ _ _ _ _
4. Keeps only agency authorized children _ _ _ _ _
5. Reports changes in situation even if temporary _ _ _ _ _
6. Shares information and problems with counselor _ _ _ _ _

Comments:

_ _ _ _ \

IV. Nurse's Summary: (To include comments regarding medical statements on Day Home family, children in care, and maintenance of good health standards).

- - - - - - - - - - - - - - - - - -
Nurse

This evaluation has been reviewed with me.

Signed; - - - - - - - - - - - - - - - - - -

Date: - - - - - - - - - - - - - - - - - -